Reading Toolkit: Grade 6 Objective 3.A.2.c

Standard 3.0 Comprehension of Literary Text

Topic A. Comprehension of Literary Text

Indicator 2. Analyze text features to facilitate understanding of literary texts

Objective c. Identify and explain how informational aids contribute to meaning

Assessment Limits:

Footnoted words and phrases

Biographical information about the author

Introductions, photographs, etc.

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Other Objectives Addressed

   a. Identify and explain how organizational aids contribute to meaning
   b. Identify and explain how graphic aids contribute to meaning

Instructional Task

Students will analyze text features to facilitate the understanding of mythology. Students will assume the roles of book editors and will compile collections of myths from cultures they are studying in Social Studies. The student editors will write introductions to their collections explaining how text features have been used to facilitate understanding the content of the myths. The mythology collections can be shared with Social Studies teachers for use in their classes (authentic product).

Development of Task

1. The teacher will provide the students with various collections of mythology from around the world. The students will select myths to read from cultures they are studying in Social Studies (interdisciplinary connections).

2. Using the myths they have selected, students will analyze the use of text features (Objectives a - c). Students will use the following questions:

Organizational aids (titles, chapter titles, subtitles, or subheadings)

   1. What information does the title give you about the content of the text?

   2. After reading the text, which narrative element is predicted in the title (analysis)? Compose a subtitle that would give the reader more information about the text.

   3. Does the text use subheadings? What subheadings would you add to enhance understanding of the narrative elements?

Graphic aids (pictures, illustrations, and punctuation) and print features (bold print, color print, font type, italics, and underlining)

   1. Locate examples of graphic aids and print features that are used in the text. How does each one contribute to understanding the myth (analysis)? Which ones are particularly effective? Which are not effective? Why?

   2. What graphic and print features could be added to contribute to the meaning of the text?

Informational aids (footnoted words and passages, captions, biographical information about the author, introductions to literary pieces, and photographs)

   1. What information do the footnotes add to the myth? How does each one contribute to understanding the myth? Which ones are particularly

> effective? Which are not effective? Why? What words or phrases could be footnoted to enhance the understanding of the narrative elements?
>
> 2. What information do captions add to the text? How does each one contribute to understanding the myth (analysis)? Which ones are particularly effective? Which are not effective? Why? What captions might be added to enhance the understanding of the narrative elements?
>
> 3. What background information is provided in the introduction? How does the information contribute to understanding the myth? What background information might be added to better understand the myth?

3. Based on their analysis of the text features, students may add organizational, graphic and informational aids to the myths in their collections.

4. Students may use Internet resources to find additional informational aids. Students may use word-processing and design software to enhance organizational or graphic aids and print features (technology integration).

5. Students will compose introductions to their mythology collections explaining to the student readers how text features have been used to facilitate their understanding of the myths (synthesis).

Lesson Seeds
Reading Grade 6 Objective 3.A.2.c

Activities

After teaching the form and organization of footnotes, the teacher will provide students with a literary text where footnoted words and phrases are underlined but actual footnotes have been removed. Students will read the text and then discuss the meaning of the text with their teacher who will record students' observations. Next, footnotes will be provided for the underlined words and phrases. Students will reread the text and, again, discuss the meaning of the text with their teacher who, again, will record students' observations. Students and teachers will compare both observations and discuss how the information provided by the footnotes enhanced their understanding of the text.

Prior to reading, the teacher will provide students with biographical information about the author. Next students will read a text written by that author. After reading the text, students will determine if any part of the author's life is evident in the text. The teacher will list student ideas. Students will select an idea from the list and explain the connection between the biography and the text.

The teacher will provide students with examples of literary text which contains captioned illustrations. Students will read the text and discuss how the captioned illustrations work with the text. Do the captions repeat information already in the text? Do the captions provide additional and necessary information? Do the captions provide additional but unnecessary information? The teacher will record student responses categorizing them as the discussion continues. To extend this activity, student may then suggest additional captioned illustrations that might assist their understanding of the text or removal of those that do not enhance a student's comprehension. Another extension could involve placing the captioned illustrations in an order that addresses their degree of assistance to a reader.

Students will read introductions to a variety of literary texts. Students and teacher will discuss in general terms why an author might choose to include an introduction as part of a literary work. The teacher will place students in small groups where each group is assigned the same literary text. Students will read the text, and in small groups, determine the purpose of the introduction. The possible purposes include interest engagement, foreshadowing, quotations, point of view, rhetorical questioning, or statement of opinion. Students will then discuss how reading an introduction and determining its purpose can become a pre-reading strategy.

Clarification

Reading Grade 6 Indicator 3.A.2

To show proficiency of the skills included with this indicator, a reader will demonstrate knowledge of the text features of a literary text which are the elements by which a literary text is organized. Identification of each feature and its relationship to all other features assists a reader in comprehension of an entire text. As complexity of a text increases, a reader advances from identification to explanation and analysis of the features. Considering how all these features work together helps a reader to understand and evaluate a text.

To identify, explain, and analyze how organizational aids contribute to meaning of a literary text, a reader must first locate the title of the literary text and consider any information that a title might give about the content of a text. That information can help a reader predict the focus of the selection. After reading a whole text, a reader can return to the title to determine its role in the meaning of the text. For example, a title might relay or enhance information about any narrative element: character, setting, story events or theme.

In addition, a reader can locate and consider the chapter titles. They can define in smaller segments the character development or story events within that section. Subtitles or subheadings break the narrative elements into even smaller sections.

Graphic text features include pictures, illustrations, punctuation, and print features. Organizational text features include the title of the work, chapter titles, subtitles, and subheadings. Informational aids include footnoted words and passages, biographical information about the author, introductions, and photographs. These features assist a reader when constructing meaning of an entire text by providing an informal outline. A critical reader uses these aids to enhance understanding of an entire text by judging their relevance to the work.

To identify and explain how graphic aids contribute to meaning, a reader must locate these text features within a text. Pictures and illustrations extend a reader's comprehension by providing a visual that enhances a reader's understanding of a text. Punctuation can be a clue to tone, mood, or author's style. Print features such as font type or font color serve as signals that changes are occurring, conversation or interior monologue is beginning, or simply that this text is important.

To identify and explain how informational aids contribute to meaning, a reader needs to focus on the location of these features within a literary text. Each of these informational aids provides scaffolding for a reader to fully comprehend a literary passage:

- Footnoted words and phrases offer a reader more detailed information about terminology.
- Captions for pictures and illustrations emphasize information stated in the text or provide additional information that is not always contained within the body of a text.
- Biographical information about the author gives interesting or relevant details about the author's life and can, at times, offer reasons for the author's purpose in writing about a particular subject or event.
- Introductions to literary pieces help a reader make predictions about content or create a basis for fully understanding a text.
- Photographs of people and places aid a reader in visualizing as he/she reads.